2016

Exploration School at Wellesley College

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Connecticut College

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ALEM BUKVICH

SENIOR INTEGRATIVE PROJECT: INTERNSHIP

ARCHITECTURAL STUDIES

CONNECTICUT COLLEGE

2016
Summer Internship: Exploration School at Wellesley College
Interior Remodeling: *Design + Education*
Learning Through Exploration

A three-week summer program for students entering grades 8-9 on the campus of Wellesley College

Non-profit organization founded in 1976

Exceptional faculty-to-student ratio

40+ states represented

65+ countries represented

70,000+ alumni

Programs on the campuses of Yale University, Wellesley College, and Wheaton College

More than 65 course offerings (ranging from psychology to video production to abstract art to sports management)
Program Mission Statement:

“Exploration Summer Programs creates a dynamic environment of intellectual inquiry, responsible decision making, and spirited adventure.

Led by enthusiastic teachers, our students are encouraged to respect the differences that make us individuals and to find the common ground that makes us a community.

At its heart, Explo inspires students to challenge themselves, discover the world of people and ideas, and experience the joy of learning.”
# Weekday Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30</td>
<td>Breakfast</td>
</tr>
<tr>
<td>8:30</td>
<td>Morning Huddle</td>
</tr>
<tr>
<td>9:00</td>
<td>Courses</td>
</tr>
<tr>
<td>12:20</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:30</td>
<td>Workshops</td>
</tr>
<tr>
<td>3:00</td>
<td>Activity Period or Community Meeting</td>
</tr>
<tr>
<td>4:15</td>
<td>Day Student Dismissal (Afternoon)</td>
</tr>
<tr>
<td>5:15</td>
<td>Afternoon Huddle or Day Student Dismissal (Afternoon)</td>
</tr>
</tbody>
</table>

Day Students who are heading home for the night gather for a brief Afternoon Huddle and Day Student Dismissal. All residential students — and day students who choose to stay late or spend the night — take part in extended Afternoon Meetings, where they review daily goals and challenges, and participate in living and day group games and activities.

# Evening Schedule

**Day Students Encouraged to Stay Late + Stay Over**

To get the most out of their Capstone experience, day students can stay as late as 5:30pm every day (and can even decide to stay late that morning). Day students can also sleep over three nights per week, getting even more of a taste of residential student life.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:15</td>
<td>Independent Time</td>
</tr>
<tr>
<td>6:45</td>
<td>Evening Huddle</td>
</tr>
<tr>
<td>7:00</td>
<td>Clubs + Leagues</td>
</tr>
<tr>
<td>8:00</td>
<td>Main Event</td>
</tr>
<tr>
<td>9:00</td>
<td>Winding Down</td>
</tr>
<tr>
<td>9:30</td>
<td>All Students on Floors or Day Student Dismissal (Late Night)</td>
</tr>
<tr>
<td>10:00</td>
<td>Room Curfew</td>
</tr>
</tbody>
</table>

# Weekend Schedule

**Weekend Trips**

Weekend trips are a chance to experience a side of Capstone not found on campus and make new friends along the way. All residential students participate in weekend trips and day students are highly encouraged to take part in them as well, though they're not required to do so.

After dinner, weekend evenings follow the same schedule as weekday evenings.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00</td>
<td>Breakfast</td>
</tr>
<tr>
<td>6:45</td>
<td>Weekend Morning Huddle</td>
</tr>
<tr>
<td>7:00</td>
<td>Weekend Trips</td>
</tr>
<tr>
<td>8:00</td>
<td>Weekend Trips</td>
</tr>
<tr>
<td>5:15</td>
<td>Dinner</td>
</tr>
</tbody>
</table>
Internship Positions and Responsibilities

Instructor:

Designing and teaching assigned course, including preparation of a course curriculum

Developing and maintaining lesson plans and course curriculum

Attending regularly scheduled meetings with a Curriculum Advisor to discuss course and student progress

Providing a safe and effective learning environment

Performing additional duties as requested
Internship Positions and Responsibilities (Cont.)

Residential Advisor:

Advising a group of students in personal, social and academic matters

Developing and leading group activities for Program students

Chaperoning students on evening and weekend trips

Attending regularly scheduled meetings with Residence Directors

Performing additional duties related to the program’s students as requested
<table>
<thead>
<tr>
<th>Day 9</th>
<th>Thursday Week 2</th>
<th>How do basic design elements (color, light, flooring, and furniture) transform a space?</th>
<th>SWBAT have practice painting walls in several different styles. SWBAT complete the painting activity during the class period.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. <strong>Hook</strong> (3) The local building supply company is having a promotion for homes going on the market! Use one of their trademark colors in your home's design and receive 25% off of all of your paint. At least one gallon of this paint must be used, but it can be used anywhere. Will your team go for an accent wall? A whole room? How about a Sol Lechman design in a child’s bedroom? <strong>2. Design Activity (60)</strong> Students should paint the rooms in their house. Remind them to stick to colors that will appeal to most people (usually neutrals), but encourage them to use a few artistic touches that match the style they have chosen for the home. <strong>3. Clean up (5)</strong></td>
<td>Students employ at least two different techniques (e.g. glazing and sponging) in their model. Students will complete their designated room or wall in the allotted time. <strong>4. Game Activity (7)</strong> The building inspector has just stopped in to make sure that your remodel is up to code. What kind of news will they bring you? Will you be good to go, or will you have a costly change coming your way? Even worse, will you be fined for failing to file the correct permits? Students will draw cards and have an opportunity to pay a fine and fight the ruling or comply and make the changes.</td>
</tr>
</tbody>
</table>

Pre-Season Advising + Pre-Season Curriculum Advisors (PCAs)

Curriculum Advisors

Curriculum map + lesson plans
Professional Development: Importance of Education

Continuous communication with an assigned Curriculum Advisor

Regularly scheduled Professional Development Lunches

Reporting to Curriculum Advisor and Residence Director on a weekly basis

Instructor and Residential Advisor evaluations (one per session)
Course: Interior Remodelling (Fix it + Flip it)

“Six properties, four teams, and only one winning renovation. Your first move? Figuring out which property will bring you the highest return on your investment — and then bidding wisely to get it for the lowest price. Working from a scale model of the house, you’ll gear up to demolish walls, reconfigure the space, and create a move-in ready property. Before you create plans for visual and spatial harmony, you'll consult with the electrician and plumber to develop a design that will stretch (and match) your budget. Quotes in hand, you'll draft altered architectural blueprints and choose building materials, flooring, appliances, and lighting. As you compete with other designers for resources, you’ll face obstacles — think: famished termites or an outdated septic tank — that will drain your budget, put you behind schedule, and test your team’s patience. Want to win this competition? You'll have to come in on time and under budget, and impress potential buyers with a total transformation.”
Course Overview (Essential Questions):

What are elements of interior design?

What does it mean to “flip” a home? What is “return on investment”?

How is demolition done safely? How can materials be reused, sold, or disposed of in a way that is minimally impactful on the environment?

Why is green design important today? How can it provide cost-savings in a home?

How do basic design elements (color, light, flooring, and furniture) transform a space?

What does it take for an investment in Interior Design to pay off?
Class activities

Home selection and budgeting
Reading and modifying floor plans
Understanding flow of space (aesthetics and functionality)
Structural elements (load-bearing walls etc.)
Plumbing and electrical renovations
Repurposing materials
Color theory
Painting techniques
Types of lighting and flooring (cost, durability etc.)
Design styles
Client-designer relationship
Hands-on projects and activities
Home Selection: Auction Day
Lin Library Remodelling Challenge
Stage Design Project
Student Models and Concept Boards
Lulu Chow Wang Campus Center
Final Design Project + Explosé
Interior Decorating (Assistant Instructor)
Graffiti Art Workshop Co-Leader
Witches of Salem

Boston Pizza Tour